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tents of which every teacher of reading should know, for while it deals primarily with cases of deficiencies and their remedies, in almost every instance there is a suggestion of means for recognizing faulty habits when they are first beginning to develop and for correcting them before they have become so ingrained as to require much time, effort, and skill to reform.

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College texts in educational measurements.—Up to the present year there have appeared a number of books dealing with the general problem of making scientific measurements in education. Some of these books have emphasized the careful rating of subject-achievement, while others have given the principal consideration to the determination of mental capacity. All of these books have been of an elementary character, giving elaborate descriptions of the various kinds of tests, but avoiding any sound and critical discussion of the entire problem. During the present year, however, Professor McCall has written a book¹ which gives a more mature and complete consideration of the whole subject.

After a preliminary chapter, in which the author gives in a series of fourteen theses his own concept of the place of educational measurements, the reader is led immediately into an elaborate discussion of the use of measurements in classifying pupils. The author, without debate, proposes that the general aims of classification are as follows: "The first fundamental objective of classification is to *put together those of equal educational status*. . . . The second fundamental objective of classification is to *put together those who will progress at equal rate*" (p. 19). The author then proceeds to illustrate how this would be done by carrying through a concrete case of classification with an actual group of pupils for whom a series of measurements have been obtained. The basis of classification is the educational quotient (E.Q.) obtained from a combination of standardized test scores in reading, completion of sentences, addition and subtraction, composition, multiplication and division, vocabulary, and spelling. This combined E.Q. is then interpreted, in the light of the pupil's corresponding I.Q., in relation to the standard educational age for each grade. The method is very suggestive although it apparently assumes a single standard of achievement for children of all grades of capacity, an assumption which is certainly debatable.

Other chapters which follow in Part I give an excellent discussion of the use of measurements in diagnosis, in teaching, in evaluating the efficiency of instruction, and in vocational guidance. These chapters contain an abundance of concrete suggestions for both teachers and administrative officers.

Part II, containing five chapters, is considerably more technical than Part I. The general subject for consideration here is the problem of construct-

¹ WILLIAM A. MCCALL, *How to Measure in Education*. New York: Macmillan Co., 1922. Pp. xiv+416.

ing and standardizing tests. The preparation, validation, and organization of test material are given a careful discussion, following which the problem of scaling the test is treated in great detail.

Part III is taken up entirely by a presentation of tabular, graphic, and statistical methods. The chapter on "Graphic Methods" is particularly good in that it sets forth and illustrates the generally accepted principles of graphic presentation.

As a whole, the book is an excellent piece of work, being without question the outstanding treatment of measurement in education. It will serve, not only as a text for advanced normal-school and college classes in education, but also as a source of guidance for the more intelligent teachers and administrators who are interested in the thorough application of a genuine program of measurements.

G. T. B.

Supervised study and assimilative reading.—Teachers who desire concrete devices for use in improving their pupils' habits in studying and in assimilative reading will secure much practical aid from Professor J. A. Wiley's volume¹ of practice exercises along these lines. The author is thoroughly familiar with the scientific studies of assimilative reading that have been made in recent years and bases his exercises on these. He says,

The suggested practice exercises can be used to advantage in connection with any content subject from the fifth grade on up through high school. Of course the degree of emphasis placed upon each type of exercise will vary as we pass to the higher grades. Many of the exercises may be found helpful for those college students who have not had adequate training in how to study. The exercises are intended for use in connection with content subjects which employ largely the thought-getting type of study. They will also be found to be especially useful in connection with upper grade reading of the assimilative type [p. 3].

This book is constructed on the theory that skilful study involves the use of a great variety of specific study habits, each of which must be built up in conformity with the laws of habit formation. We do not acquire a habit by being told about the procedures involved, but rather by practicing those procedures over and over until they are perfected and reduced to the habit level. Likewise, in learning to study, pupils must first be shown how to use each of the better specific study procedures, and then they must be directed through sufficient practice exercises to habituate these study procedures [p. 5].

Following certain preliminary tests of speed and comprehension in reading, which are to serve for diagnosis and motivation, the text provides specific exercises for each habit of studying or reading that is to be developed. These include exercises for increasing the speed of recognition of words, for rapid thought-getting, for concentration, for outlining, for summarizing and organizing, etc. The mechanical arrangement of the book is excellent, including

¹ J. A. WILEY, *Practice Exercises in Supervised Study and Assimilative Reading*. Cedar Falls, Iowa: J. A. Wiley, Iowa State Teachers' College, 1922. Pp. 112. \$1.00.